



## Course Syllabus: **School and Society**

West College of Education

EDUC 2013 X30

Summer 1, 2025

6/2/2025-7/3/2025

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Office Hours: Virtual as needed.

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### **Textbook & Instructional Materials**

Sadker, D. M. (2022). *Teachers, Schools, and Society: A Brief Introduction to Education*, 6<sup>th</sup> ed.). New York, NY: McGraw-Hill Companies, Inc. ISBN-13:9781264169979.

It is required and used every week. Please see the instructions in the first D2L News Item.

### **Course Description**

This course examines the role of the school in a democratic society with an emphasis on educational equity. Students will explore the reciprocal relationship of schools and society and the impact an understanding of student learning has on school structures. Additionally, students will practice observational research to develop their understanding of how students interact with one another, their school setting, and their learning.

### **Study Hours and Tutoring Assistance**

Instructor is available to meet during office hours or by appointment. Please email Mr.Swagerty with any questions you have. Responses/answers will be provided promptly via email or a time can be set up for a phone call or appointment.

## [MSUTexas Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

### WCoE Conceptual Framework

The outcomes for graduates of professional programs are based on knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, which encourages positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, and knowledge of learners and the community context.
- **Instructional Strategies** - understand and use various instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other

professionals, and the community), and adapts practice to meet the needs of each learner.

- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **Objectives**

- Students will be able to explain and give examples of how changes in our country's political economy and ideology have impacted public schools.
- Each student will begin to build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.
- Students will be able to explain and give examples of instructional techniques effective with all learners.
- Each student will be able to explain and give examples from the Texas Pedagogy and Professional Responsibility Standards (EC-Grade12)=.
- Students will be able to explain and give examples from the Texas Code of Ethics and Standard Practices for Professional Educators.
- Students will promote learner-centered instruction as preferable to teacher-centered instruction.
- Each student will "sell" the desirability of equity in the classroom.
- Students will become salespersons for choices and differentiation assignments in the classroom.
- When presented with current issues, students will encourage an analysis of both sides of the issue.

## **Content**

- This course is an introduction to the teaching profession and the role of the school in a democratic society with an emphasis on educational equity for all students.
- Students will understand how schools are influenced and developed as a reflection of society while also cultivating and changing that same society.
- Students will learn how schools respond to federal, state and local expectations of constituents.
- Students will evaluate the role of school systems in the nation's place in a global economy in light of federal, state and local objectives/outcomes.
- Students will gain an understanding of social issues of poverty, inequality in race and gender, and educational discrimination.
- Students will compare the historical context/rationale of the public educational system in relation to current trends.
- Students will analyze the role of curriculum, assessment and instructional practice in relation to global, federal, state and local governance expectations.

## **Classroom Policies**

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. **This is your warning as required by the policy. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**

## **Attendance Policy**

**Absence Policy** - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at **every** class, and to stay for the **entire** class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously.

It is the candidate's responsibility to make up any missed work. Being repeatedly late for class will also result in a grade reduction regardless of other marks.

**Any student who misses class (for any reason) remains responsible for contacting other students to obtain class information or assignments.** In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. **It is impossible to provide a summary of all that takes place during any given class via email.** If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved **in advance** by the instructor, **will not be accepted.**

## **Academic Honesty**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves submitting work that is wholly the student's work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

## **Disability Support**

As the West College of Education faculty, we are dedicated to helping meet the needs of our students with disabilities. We are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please inform your instructor to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

## **Confidentiality**

In our teacher preparation courses, we all learn from open discussions about school issues, problems, and possible solutions. As we talk in class about school incidents, it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." Written reports, too, do not include the real names of schools or school people; they create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

## **Plagiarism Statement**

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to

seek assistance from program faculty regarding proper methods of source citation. Plagiarism is a serious academic offense and goes against the principles of integrity and originality essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and using AI-generated content without proper attribution. It is crucial that all students understand and adhere to this policy to maintain the academic integrity of the course. Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without appropriate acknowledgment. This includes but is not limited to, copying and pasting from online sources, using another student's work, paraphrasing without proper citation, and using AI-generated content without proper attribution.

The use of AI-generated content is not permitted in this course unless explicitly specified by the instructor. If it is allowed for specific assignments, students must disclose this fact and provide appropriate attribution to the AI tool used.

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work when, in fact, the content has already been submitted for assessment elsewhere.

Students should be aware that turning in the same or similar papers for multiple classes violates academic integrity unless expressly authorized by the instructor. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class.

Any instance of plagiarism, AI-generated content, and/or self-plagiarism will be subject to disciplinary action per the Academic Integrity Policy outlined in the Student Handbook-2022-23.

By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

## **Assessments**

### **Reading Quizzes**

For every chapter, you will complete an online reading quiz. The reading quiz should be completed alone and with no book. The quiz must be completed before class on the day it is due.

### **Learner Philosophy Statement**

During this semester you will be required to write a Learner Philosophy Statement. By writing the statement, you will briefly explore your thoughts and ideas concerning

learning and how it “happens” in schools. It will also reflect the results of a brief survey you will take that will assess what learning styles you are associated with relative to the answers you provide to the questions.

### **Video Observation Assignment**

This assignment will involve watching the required videoed classroom teaching of a selected teacher and make judgments and determinations about your impressions of the teachers performance in the class.

### **Letter to the Editor**

This assignment will involve crafting an editorial as if you were sending it to a newspaper or other periodical publication about an issue of education about which you wish to make a point or see a change. It will be graded on a series of qualifications.

*Critical Thinking Skills* – Students will obtain and analyze international educational data for the United States and a country of the student’s choice. Students will evaluate their comparative data analysis and identify an area of strength and an area of opportunity within the United States educational system. Students will articulate their position with supporting evidence in the form of a letter to the editor. Assessment will be evaluated using the AACU Critical Thinking Skills and Social Responsibility rubrics.

*Communication Skills* - Students will observe virtual classrooms worldwide; Students will submit reports on topics related to discussion areas outlined in the course's content objectives. Students may provide positive or negative examples, supporting either one with evidence of social equity issues, learner-centered versus teacher-centered instruction, conditions of curriculum/assessment issues related to state mandates, or other topics identified as content or skill. Assessment will be evaluated with elements of the AACU Written Communication rubric.

*Personal Responsibility* - Students will explain the importance of ethical behavior and score at least 80% on an in-class ethics assessment.

*Social Responsibility* – In conjunction with the assessment for Critical Thinking Skills, students will articulate their comparative data analysis evaluations as a letter to the editor. Assessment will be evaluated using the AACU Critical Thinking Skills and Social Responsibility rubrics.

### **Ethics Assessment Assignment**

Near the end of the semester, you will be required to view videos about various topics related to teacher ethics. While framed in a comedic delivery, the issues are very real and the assignment requires an 80% competency to pass.

### **Class Participation**

Each student brings a unique perspective and life experience to the learning environment and is expected to actively and thoughtfully participate by making pertinent

contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, additional readings may be assigned by the course instructor.

In addition to having thought through the answers to such questions before the start of class, you should be able to summarize the main argument(s) and/or central concepts for each assigned excerpt or text. Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L, and such is a very important part of this course.

Because classroom participation is vital to your learning, 5 points will be deducted from your participation grade for each missed class after the first absence.

### **Dispositions**

- Students will promote learner-centered instruction as preferable to teacher-centered instruction.
- Each student will “sell” the desirability of equity in the classroom.
- Students will become salespersons for choices and differentiation assignments in the classroom.
- When presented with current issues, students will encourage an analysis of both sides of the issue.

### **Attitude** – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

**Submitted Work** -\_Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean.

**Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

### **Late/Incomplete Submission of Assignments**

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Mr. Swagerty. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

### **10-point reduction for every day the assignment is late**

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

### **Extra Credit**

No extra credit assignments will be given or accepted.

### **Assignments**

Reading Quizzes  
Learner Philosophy Statement  
Video Observation Papers (from video observation)  
Letter to the Editor  
Ethics Assessment  
Final Exam

### **Final Grade Possibilities**

- 90-100 percent A
- 80-89 percent B
- 70-79 percent C
- 60-69 percent D
- ≤ 60 percent F

Table 1: Calendar (May be changed to meet class needs)

<b>Date</b>	<b>Topics and Focus</b>	<b>Readings</b>	<b>Assignments/Class Activity</b>
Mon- July 6	The Multicultural History of American Education	<i>Chapter 5, Sadker, Zittleman, &amp; Koch</i>	
Tues- July 7	The Multicultural History of American Education	<i>Chapter 5, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz – Chapter 5 due Tuesday, July 7 @ 11:59 PM</b>
Wed- July 8	Philosophy of Education	<i>Chapter 6, Sadker, Zittleman, &amp; Koch</i>	
Thurs- July 9	Philosophy of Education	<i>Chapter 6, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz – Chapter 6 due Thursday, July 9 @ 11:59 PM</b>
Fri- July 10	Financing and Governing America’s Schools	<i>Chapter 7, Sadker, Zittleman, &amp; Koch</i>	<b>Philosophy of Education Quiz due Friday, July 10 @ 11:59 PM</b>
Mon- July 13	Financing and Governing America’s Schools	<i>Chapter 7, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz - Chapter 7 due Monday, July 13 @ 11:59 PM</b>
Tues- July 14	School Law and Ethics	<i>Chapter 8, Sadker, Zittleman, &amp; Koch</i>	<b>Philosophy of Education Statement Final due Tuesday, July 14 @ 11:59 PM</b>

Wed- July 15	School Law and Ethics	<i>Chapter 8, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz - Chapter 8 due Wednesday, June 15 @ 11:59 PM</b>
Thur- July 16	Purpose of America's Schools and the Current Reform Movement	<i>Chapter 9, Sadker, Zittleman, &amp; Koch</i>	
Fri- July 17	Purpose of America's Schools and the Current Reform Movement	<i>Chapter 9, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz - Chapter 9 due Friday, July 17 @ 11:59 PM</b>
Mon July 20	Curriculum, Standards, and Testing	<i>Chapter 10, Sadker, Zittleman, &amp; Koch</i>	<b>Video Observation Paper due Monday, July 20 @ 11:59 PM</b>
Tues- July 21	Curriculum, Standards, and Testing	<i>Chapter 10, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz- Chapter 10 due Tuesday, July 21 @ 11:59 PM</b>
Wed- July 22	The Teaching Profession and You	<i>Chapter 1, Sadker, Zittleman, &amp; Koch</i>	
Thur- July 23	The Teaching Profession and You	<i>Chapter 1, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz Chapter 1 due Thursday, July 23 @ 11:59 PM</b>
Fri- July 24	Different Ways of Learning	<i>Chapter 2, Sadker, Zittleman, &amp; Koch</i>	
Mon- July 27	Different Ways of Learning	<i>Chapter 2, Sadker, Zittleman, &amp; Koch</i>	<b>Reading Quiz - Chapter 2 due Monday, July 27 @ 11:59</b>

Tues - July 28	Teaching your Diverse Students	<i>Chapter 3, Sadker, Zittleman, &amp; Koch</i>	
Wed- July 29	Teaching your Diverse Students	Chapter 3, Sadker, Zittleman, & Koch	<b>Reading Quiz 3 Chapter due Wednesday, July 29 @ 11:59 PM</b>
Thurs- July 30	Student Life at Home and at School	Chapter 4, Sadker, Zittleman, & Koch	
Fri- July 31	Student Life at Home and at School	Chapter 4, Sadker, Zittleman, & Koch	<b>Reading Quiz Chapter 4 due Friday, July 31 @ 11:59 PM</b>
Mon- Aug 3	Ethics Videos		<b>Ethics Videos Quiz Monday, August 3 @ 11:59 PM</b>
Tues - Aug 4	Edu Blog: Voices of Change		<b>Edu Blog: Voices of Change Assignment due Tuesday, August, 4 @ 11:59 PM</b>
Wed- Aug 5	<b>NO ASSIGNMENT</b>	<b>NO ASSIGNMENT</b>	<b>NO ASSIGNMENT</b>
Thurs- Aug 6	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM DUE THURSDAY, AUGUST 6 @ 11:59 PM</b>

## **Concealed Carry Statements for the West College of Education University Guidelines**

Senate Bill 11, passed by the 84th Texas Legislature, allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [MSUTexas Campus Carry Policy](#).

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Attendance**

Students are required to complete assignments within the timeframes established for each assignment. Attendance for this online course is determined by logins to D2L and timely completion of assignments.

**Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students With Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [MSU Disability Support Services](#).

## **College Policies**

### **Campus Carry Rules/Policies**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [MSUTexas Campus Carry Policy](#).

### **Active Shooter**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

## **Obligation to Report Sex Discrimination under State and Federal Law**

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

## **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

## **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

## **Notice**

**Changes in the course syllabus, procedure, assignments, and schedule may be made at the instructor's discretion.**

## References/Scientifically-Based Research/Additional Readings:

Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

- Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY*. Available at: <http://www.ctheory.com/>
- **Barzilai, S., Zohar, A. R., & Mor-Hagani, S. (2018). Promoting integration of multiple texts: A review of instructional approaches and practices. *Educational psychology review, 30(3), 973-999.***
- Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher, 18(1), 32-42.*
- Derry, S. (1992). Beyond symbolic processing: Expanding horizons in educational psychology. *Journal of Educational Psychology, 413-418.*
- Derry, S. (1996). Cognitive Schema Theory in the Constructivist Debate. In *Educational Psychologist, 31(3/4), 163-174.*
- Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher, 23 (7), 5-12.*
- **Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *The Education Digest, 83(1), 36.***
- Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates, Inc.
- Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.
- **Graham, S., Kiuahara, S. A., & MacKay, M. (2020). The effects of writing on learning in science, social studies, and mathematics: A meta-analysis. *Review of Educational Research, 90(2), 179-226.***
- **Grant, S. G., Swan, K., & Lee, J. (2017). *Inquiry-based practice in social studies education: Understanding the inquiry design model.* Taylor & Francis.**
- **Grant, S. G., & VanSledright, B. A. (2020). *Elementary social studies: Constructing a powerful approach to teaching and learning.* Routledge.**
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- Hanley, Susan (1994). On Constructivism. Available at: <http://www.inform.umd.edu/UMS+State/UMD-Projects/MCTP/Essays/Constructivism.txt>
- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context.* Routledge.**
- **Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of Critical Reviews, 7(7), 249-256.***
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- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* MA: Harvard University Press.
- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.
- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>